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| Teacher: Ellis, Brooks, Drawbaugh, Jeffreys, Wigent | Grade: First | | | Date(s): August 27-30, 2012 |
| Unit Title:  Wanted! A Few Good Friends | | Corresponding Unit Task: Task 1 (Day 1-4)  Creating a Song About Rules | | |
| Essential Question(s):   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | |
| Materials/Resources | | Essential Vocabulary | | |
| **Teacher/Student:**   * Read Aloud: Brand New Pencils: Brand New Books by Diane DeGroat. * Vocabulary cards * Chart paper * Student Journals * Read Aloud: Chrysanthemum by Kevin Henkes. * Baggies with student name tiles. * Friends Survey * Poetry ABC flip chart * Individual student poetry notebooks * Highlighters/crayons * Social Studies student books * Social Studies Vocabulary Picture/word cards * I’m Special, I’m Me by Ann Meeks * Student word study notebooks * Poster board/crayons for name maps * Assessment Piece: appropriate/inappropriate behavior * Checklist for Creating a Song (teacher use) | | | **author**-A person who writes a story  **character traits**- The details in a story that describe the personal attributes or qualities of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor, etc.* Good authors include clues in the text to help define the traits of individual characters.  **illustrator**- Person who draws pictures that help tell a story.  **retelling**- The process of providing readers an opportunity to demonstrate their comprehension of a text by explaining it to others, either orally or in writing. The process of retelling includes recounting the main ideas and important details sequentially and concisely.  **rule**- an instruction that tells people how to act (day one)  **community-** a place where a person or animal lives or works (day two)  **citizen**- a person who belongs to a community (day two)  **right-** something a person is free to do (day three)  **responsibility-** something a person should do (day three)  **High Frequency Words:** see, the, you, I, come, a  (to be placed on literacy word wall) | |

**K-5 ELA Lesson Plan**

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| **Teacher: Ellis, Brooks, Drawbaugh, Jeffreys, Wigent** | | **Grade: First** | | | **Date(s)**: August 27, 2012 |
| **Unit Title:**  Wanted: A Few Good Friends | | | **Corresponding Unit Task: See Unit Overview** | | |
| **Essential Question(s): See Unit Overview** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **See Unit Overview** | | | | **See Unit Overview** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RI.1.7 Use the illustrations and details in a text to describe its key ideas.  **I Can Statement(s):**  I Can Statement(s):   1. I can answer who, what, when, where, why, and how questions about a given text.   **Instructional Plan:**  Day One:   * Read the story, First Day Jitters OR Brand New Pencils, Brand New Books * Answer comprehension questions for retell. * Discuss rules that were listed in the story and compare/contrast to rules we should have in our first grade. * Complete anchor chart of classroom rules. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **L.1**.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use end of punctuation for sentences.   W.1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  **I Can Statement(s):**   1. I can write sentences using the proper ending punctuation. 2. I can write facts about a topic.   **Instructional Plan:**  Day One:   * Model how to open journal and identify the parts of the paper. (sky, writing lines, etc.) * Model to students on chart paper how to create the first journal entry “Me” using the teacher as an example with emphasis on ending punctuation and its purpose. * Complete journal entry “Me.” (My name is \_\_\_\_\_\_. I am \_\_\_\_\_\_\_\_\_\_ years old. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  RF.K.3a-One-to-one letter-sound correspondence /primary sounds for consonants.  RF.K.3b- Knows short sounds for five major vowels: /a/, /i/, /o/, /u/, /e/.  **I Can Statement(s):**   1. I can identify initial consonants and their sounds. 2. I can identify vowels and their sounds. 3. I can sort pictures by the initial sound.   **Instructional Plan:**   * Read aloud: Chrysanthemum by Kevin Henkes. Discuss the number of letters in Chrysanthemum’s name. Ask: How many letters are in your name? * Pass out a baggie with the letters of each student’s name cut apart from a sentence strip. Ask students to put the letters of their name in the correct order. Ask students to count the number of letters in their names. Who has the most? The fewest? * Write the words “consonant” and “vowel” on a chart. Review the vowels listing them on the chart. Explain that all other letters of the alphabet are called “consonants.” Generate student responses for consonants and list on the chart. * Student Sort: Teacher will model sorting her own name into vowels and consonants. Students then must sort their own name into corresponding vowels and consonants. Ask: How many vowels are in your name? How many consonants? | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  SL.1.1-Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and large groups.   1. Follow agreed upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics texts under discussion.)   SL. 1.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **I Can Statement(s):**   1. I can follow the rules of good listeners. 2. I can ask and answer questions to gather information. 3. I can use drawings to show my thoughts and feelings.   **Instructional Plan:**  **Day 1:**   * Brainstorm ideas about what good listeners do when having a conversation with another person. This may include: maintaining eye contact, focusing on speaker’s words, keeping body still, and not interrupting a conversation. Create a class chart of good rules for listening. * Modeling of Listening Behavior: The teacher will role play good listening scenarios with volunteer students. Ask: What is the listener doing well and what is he/she not doing well? Why is good listening important? * Pair/Share: Students are paired and then asked to engage in a conversation about themselves. * Friends Survey: Students will walk around the room and find friends that have similar interests and record information on their friendship survey. | | | | |
| **Closing/Summarizing Strategy** | * Review anchor charts and discuss. * Brand New Pencils, Brand New Books: “Sharp Students”-Students record one responsibility that they have at home or school. * Students will copy one class rule and illustrate it. * Students will take their friend survey home to discuss with their families. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will be given a folded sheet of paper on which they will illustrate one good rule of behavior and one poor example of behavior. Students will write an explanation for each picture. | | Students will be given a folded sheet of paper on which they will illustrate one good rule of behavior and one poor example of behavior. Students will write an explanation for each picture. | | | Students will be asked to draw a picture of an example of good behavior and poor behavior. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * Checklist for Creating a Song (teacher completes) * Students will be given pictures of students following classroom rules or not following classroom rules and they must decide which behaviors are appropriate and which are not. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*